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Grade 3
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 3 TE Lessons	From Page	To Page	Standards
Changing Patterns: Theme 1: <i>Officer Buckle and Gloria</i>	14A	41N	<p><u>Reading Standards for Literature</u></p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

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<i>Trophies</i> Grade 3 TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 1.i. Produce simple, compound, and complex sentences. 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 4.a. Use sentence-level context as a clue to the meaning of a word or phrase. 4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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Changing Patterns: Theme 1: <i>Pepita Talks Twice</i>	42A	67P	<p><u>Reading Standards for Literature</u></p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

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			<u>Language Standards</u> 1.i. Produce simple, compound, and complex sentences. 2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

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Changing Patterns: Theme 1: <i>Nate the Great:</i> <i>San Francisco</i> <i>Detective</i>	68A	99P	<p><u>Reading Standards for Literature</u></p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.c. Use temporal words and phrases to signal event order.</p> <p>3.d. Provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>Language Standards</u></p> <p>1.i. Produce simple, compound, and complex sentences.</p> <p>2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>3.a. Choose words and phrases for effect.*</p> <p>4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>

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Changing Patterns: Theme 1: <i>Allie's Basketball Dream</i>	100A	129N	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.c. Use temporal words and phrases to signal event order.</p> <p>3.d. Provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>1.i. Produce simple, compound, and complex sentences.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

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Changing Patterns: Theme 1: <i>The Olympic Games: Where Heroes Are Made</i>	130A	153P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

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Changing Patterns: Theme 2: <i>Turtle Bay</i>	156A	181P	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u></p> <p>1.i. Produce simple, compound, and complex sentences.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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Changing Patterns: Theme 2: <i>Balto, the Dog</i> <i>Who Saved Nome</i>	182A	205P	<p><u>Reading Standards for Literature</u></p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Changing Patterns: Theme 2: <i>Wild Shots,</i> <i>They're My Life</i>	206A	223P	<p><u>Reading Standards for Informational Text</u></p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish their own point of view from that of the author of a text.</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Changing Patterns: Theme 2: <i>Little Grunt and the Big Egg</i>	224A	255N	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>1.b. Form and use regular and irregular plural nouns.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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Changing Patterns: Theme 2: <i>Rosie, a Visiting Dog's Story</i>	256A	279N	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

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			<u>Language Standards</u> 2.d. Form and use possessives. 2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Changing Patterns: Theme 3: <i>The Stories Julian Tells</i>	282A	303P	<p><u>Reading Standards for Literature</u> 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. 3.c. Decode multisyllable words. 3.d. Read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 1.b. Provide reasons that support the opinion. 1.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 1.d. Provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>1.b. Form and use regular and irregular plural nouns.</p> <p>2.d. Form and use possessives.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

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Changing Patterns: Theme 3: <i>The Talent Show</i>	304A	329P	<p><u>Reading Standards for Literature</u></p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.b. Decode words with common Latin suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>1.b. Provide reasons that support the opinion.</p> <p>1.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Changing Patterns: Theme 3: <i>Centerfield</i> <i>Ballhawk</i>	330A	355P	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.b. Decode words with common Latin suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>1.b. Provide reasons that support the opinion.</p> <p>1.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Changing Patterns: Theme 3: <i>Ramona Forever</i>	356A	387P	<p><u>Reading Standards for Literature</u></p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.b. Decode words with common Latin suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>1.b. Provide reasons that support the opinion.</p> <p>1.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>1.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>

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Changing Patterns: Theme 3: <i>Sayings We Share: Proverbs and Fables</i>	388A	407N	<p><u>Reading Standards for Literature</u> 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u> 3.c. Decode multisyllable words. 3.d. Read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 1.b. Provide reasons that support the opinion. 1.d. Provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u> 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

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			<u>Language Standards</u> 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 4.a. Use sentence-level context as a clue to the meaning of a word or phrase. 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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On Your Mark: Theme 1: <i>Papa Tells Chita a Story</i>	14A	35P	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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On Your Mark: Theme 1: <i>Coyote Places the Stars</i>	36A	59P	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<i>Trophies</i> Grade 3 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>1.i. Produce simple, compound, and complex sentences.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

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On Your Mark: Theme 1: <i>Why Mosquitoes Buzz in People's Ears</i>	60A	93P	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<i>Trophies</i> Grade 3 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.d. Explain their own ideas and understanding in light of the discussion.</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>1.i. Produce simple, compound, and complex sentences.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

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On Your Mark: Theme 1: <i>Lon Po Po</i>	94A	117N	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<i>Trophies</i> Grade 3 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>1.i. Produce simple, compound, and complex sentences.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>

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On Your Mark: Theme 1: <i>The Crowded House</i>	118A	143P	<p><u>Reading Standards for Literature</u></p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>

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<i>Trophies</i> Grade 3 TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 3.a. Choose words and phrases for effect.* 4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

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On Your Mark: Theme 2: <i>Leah's Pony</i>	146A	167N	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

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			<u>Language Standards</u> 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 1.d. Form and use regular and irregular verbs. 1.e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 1.i. Produce simple, compound, and complex sentences. 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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On Your Mark: Theme 2: <i>Yippee-Yay!</i>	168A	193P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>1.d. Form and use regular and irregular verbs.</p> <p>1.e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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On Your Mark: Theme 2: <i>Boom Town</i>	194A	221P	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

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On Your Mark: Theme 2: <i>Cocoa Ice</i>	222A	261P	<p><u>Reading Standards for Informational Text</u></p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

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On Your Mark: Theme 2: <i>If You Made a Million</i>	262A	297P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>

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			<u>Language Standards</u> 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 1.d. Form and use regular and irregular verbs. 1.e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 1.i. Produce simple, compound, and complex sentences. 2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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On Your Mark: Theme 3: <i>I'm in Charge of Celebrations</i>	300A	323N	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.b. Decode words with common Latin suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<i>Trophies</i> Grade 3 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>1.d. Form and use regular and irregular verbs.</p> <p>2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>

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On Your Mark: Theme 3: <i>Alejandro's Gift</i>	324A	347N	<p><u>Reading Standards for Literature</u> 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. 3.c. Decode multisyllable words. 3.d. Read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u> 3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3.d. Provide a sense of closure. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u> 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>

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			<u>Language Standards</u> 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 1.e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 4.a. Use sentence-level context as a clue to the meaning of a word or phrase. 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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On Your Mark: Theme 3: <i>Rocking and Rolling</i>	348A	369P	<p><u>Reading Standards for Informational Text</u></p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.c. Use temporal words and phrases to signal event order.</p> <p>3.d. Provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.i. Produce simple, compound, and complex sentences.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>

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On Your Mark: Theme 3: <i>The Armadillo from Amarillo</i>	370A	399P	<p><u>Reading Standards for Informational Text</u> 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. 3.c. Decode multisyllable words. 3.d. Read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u> 2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 2.b. Develop the topic with facts, definitions, and details. 2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 2.d. Provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p><u>Language Standards</u></p> <p>1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>1.i. Produce simple, compound, and complex sentences.</p> <p>2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>

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On Your Mark: Theme 3: <i>Visitors from Space</i>	400A	417N	<p><u>Reading Standards for Informational Text</u></p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Decode words with common Latin suffixes.</p> <p>3.c. Decode multisyllable words.</p> <p>3.d. Read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p><u>Writing Standards</u></p> <p>3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.c. Use temporal words and phrases to signal event order.</p> <p>3.d. Provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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